



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 30, 2026

REGIONAL MEMORANDUM
CLMD-2026-**1282**

**UPDATES ON THE CONDUCT OF MONITORING AND EVALUATION OF
THE PILOT IMPLEMENTATION OF TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING EMBEDMENT IN THE
STRENGTHENED SENIOR HIGH SCHOOL
CURRICULUM FOR SCHOOL
YEAR 2025-2026**

To: Schools Division Superintendent } Division of Tacloban City
All Others Concerned

1. This Office, through the Curriculum and Learning Management Division (CLMD), hereby provides updates on the conduct of the Monitoring and Evaluation (M&E) of the Pilot Implementation of the Technical and Vocational Education and Training (TVET) Embedment in the Strengthened Senior High School Curriculum for School Year 2025-2026.

The following personnel shall participate in the conduct of the Monitoring and Evaluation (M&E) activities:

Date and Activities	Persons Involved
October 1, 2026: Focus Group Discussion with M&E Team from DepEd Central Office	Department Heads: 1. Benjie Arias 2. Simplicio Cabia-an Jr. 3. Aleth Yvonne Busa 4. Almer Bugal 5. Rolando Vidan 6. Arlene Comillor Bookkeeping NC III Teacher-Implementers: 1. Annabelle Pilande 2. Marygen Gallor 3. Joren Paul Aga-in 4. Ma. Celeatina Caimoy FGD Documenters: 1. Jesson Carmen Dadula 2. Ryan Joseph Salano 3. Charlie Rama

	4. Aleth Yvonne Busa
Classroom Observation	Demonstration Teacher: 1. Annabelle Pilande
October 2, 2026:	
- Facility Inspection - Debriefing and Data Consolidation	DepEd CO, RO, SDO, and Leyte NHS Personnel

2. Attached is the Classroom Observation Tool provided by the Bureau of Curriculum Development (BCD) which will be used during the classroom observation.

3. Immediate dissemination of and compliance with this Memorandum are desired.

SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director

Enclosures: As stated

References: DepEd Memorandum DM-LS-2026-390, DepEd Advisory BCD-CSDD-0-2026-0392, RM CLMD-2026-1227

To be indicated in the Perpetual Index under the following subjects:

BOOKKEEPING NC III
STRENGTHENED SENIOR HIGH SCHOOL PROGRAM
TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET)

CLMD-ESF



CLASSROOM OBSERVATION TOOL FOR TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) EMBEDMENT IN THE STRENGTHENED SENIOR HIGH SCHOOL

The **Strengthened Senior High School (SSHS) Curriculum** emphasizes the importance of integrating Technical-Vocational Education and Training (TVET) competencies in classroom instruction so that learners gain practical, industry-relevant skills alongside their academic learning. Embedding TVET competencies across subjects helps prepare learners for future work, entrepreneurship, or further training, and supports the goal of producing graduates who are more confident and ready for real workplace tasks.

This **Classroom Observation Tool (COT)** is aligned with *DepEd Order No. 42, s. 2016*, which guides teachers in preparing Daily Lesson Logs (DLL) and Daily Lesson Plans (DLP) that clearly show learning objectives, teaching strategies, contextualized examples, and appropriate assessments. The indicators in this tool reflect these lesson planning requirements and focus on how well TVET competencies are introduced, demonstrated, practiced, and assessed during the lesson. The COT also supports national efforts under the Joint Memorandum Circulars (JMCs) series of 2024 to strengthen TVET integration and ensure that SHS learners receive quality-assured, industry-aligned instruction.

By and large, the **COT for TVET-Embedded Competencies** is intended to help teachers, supervisors, and school leaders gather clear and practical evidence of how TVET embedment happens in the classroom. It supports coaching, professional development, and continuous improvement in teaching practices. Most importantly, the COT aims to make TVET integration more intentional, consistent, and meaningful, ensuring that every lesson contributes to better skills development and stronger preparation for learners' future pathways.

CLASSROOM OBSERVATION TOOL FOR TVET-EMBEDDED COMPETENCIES

(This form is applicable for teachers across all career stages)

SUBJECT _____ **GRADE LEVEL** _____
TEACHER _____ **DATE** _____
EMBEDDED COMPETENCY/IES _____

I. RATING INSTRUCTIONS

1. Use the four-point rating scale based on the descriptor that best matches the observed evidence:
 - 4 – *Highly Evident Embedment*
 - 3 – *Evident Embedment*
 - 2 – *Partly Evident Embedment*
 - 1 – *No Evident Embedment*
2. Rate only what is directly observed during the lesson. Do not rely on prior knowledge about the teacher or assumptions.
3. Match observed practices with the indicator descriptors in the tool before assigning a rating.
4. Write concise, evidence-based notes in the Summary and Feedback section to support the given ratings.
5. Provide the accomplished form to the teacher after the observation to support feedback and coaching.

II. OBSERVATION INDICATORS

DIMENSIONS	4	3	2	1	Rate
Learning Objectives / Competency Targets Evidence Guide: <i>Are TVET/industry-aligned competencies visible in the way objectives are framed?</i>	- Objectives clearly articulate workplace-aligned skills, referencing elements, criteria, or terminology traceable to real industry practice. - Lesson explicitly connects objectives to work functions or workforce-readiness intent.	- Objectives emphasize skills-based outcomes and include some reference to workplace context or expected quality/performance. - Connections to real tasks are present but not deeply elaborated.	- Objectives are mostly content/knowledge-focused; occasional skills are mentioned but without clear workplace alignment. - Limited or implicit reference to real practice.	Objectives are purely academic or conceptual; no visible link to TVET competencies, skills, or workplace relevance.	
Lesson Introduction / Contextualization Evidence Guide: <i>How the teacher situates the lesson in real industry/workplace relevance?</i>	- Lesson frames the skill with authentic industry scenarios, tools, or standard operating procedures. - Learners are oriented to why the skill matters for employment or industry standards.	Lesson provides relevant examples or mentions workplace uses of the skill; motivation is meaningful but not deeply immersive.	Some attempt to connect lesson to real life or industry, but examples are superficial or generic.	No contextualization; lesson begins in purely academic terms.	
Content Delivery / Demonstration of Skill	Lesson has models and tasks using	Lesson provides for a demonstration of	Demonstration shows basic correctness but lacks	No demonstration; lesson is mainly	

Evidence Guide: <i>Observable authenticity of how the teacher demonstrates the skill.</i>	industry accurate procedures, sequencing, tools, terminology, or quality criteria, consistent with training regulation-aligned instruction. Demonstration mirrors workplace workflow, including safety and quality checks.	correct skills and uses some workplace language; the flow resembles industry practice but with minor gaps.	industry authenticity (e.g., incomplete workflow, simplified steps).	lecture or explanations without modeling; no industry connection observed.	
Learning Activities / Learner Skills Practice Evidence Guide: <i>Whether student tasks reflect real-world, task-based TVET work.</i>	Lesson allows for learners to engage in hands-on, task-based activities strongly resembling authentic work processes aligned with industry expectations.	Lesson has practical tasks with some authentic features; alignment to real workplace tasks is evident but not fully developed.	Tasks are semi-practical or academicized simulations with limited authenticity; focus is more on activity than mastery.	Lesson has no skills tasks; activities remain purely academic or worksheet-based.	
Formative Assessment / Feedback During Class Evidence Guide: <i>Does assessment mimic competency-based, performance-driven evaluation?</i>	- Lesson utilizes criteria-based, observable performance checks aligned with TESDA competency-based assessment. - Feedback is immediate, specific, corrective, and references quality standards or workplace expectations.	Lesson provides means for useful feedback referencing expected outcomes; some criteria are visible but not consistently applied.	Feedback focuses on correctness rather than performance criteria; assessments are vague or general.	Little or no formative assessment; teacher gives broad praise or judgment without referencing standards.	
Work Habits, Safety, and Professional Behavior Evidence Guide: <i>How industry-like professional norms appear naturally in the lesson?</i>	- Learners and teacher consistently demonstrate workplace safety. (e.g., PPE use, tool discipline, 5S/clean-as-you-go habits; if applicable) - Professional behaviors (punctuality, teamwork, communication) are reinforced.	Safety and work habits are present and reinforced but inconsistently applied.	Occasional reminders or partial safety processes; work habits could be stronger.	Safety/work habits absent or only mentioned briefly without practice.	
AVERAGE					

III. SUMMARY AND FEEDBACK

Strengths

Actionable Recommendations

IV. OVER-ALL RATING

RANGE	DESCRIPTOR	INTERPRETATION
3.26 – 4.00	Highly Evident Embedment	TVET embedment is intentional, explicit, and observable in all dimensions of the lesson.
2.51 – 3.25	Evident Embedment	TVET embedment is clear and useful, but with opportunities for deeper or more consistent integration.
1.76 – 2.50	Partly Evident Embedment	The lesson shows some TVET connections, but embedment needs strengthening in multiple areas.
1.00 – 1.75	No Evident Embedment	No meaningful attempt at TVET embedment is observed.

OBSERVER _____
SIGNATURE _____

DATE _____